



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



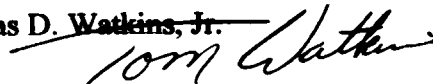
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SUPERINTENDENT OF
PUBLIC INSTRUCTION

June 28, 2004

MEMORANDUM

TO: State Board of Education

FROM: Thomas D. Watkins, Jr. 

SUBJECT: Approval of Standards for the Preparation of World Language, Bilingual Education, and English as a Second Language Teachers

In pursuit of its goal to improve teacher quality, the State Board of Education receives proposals for the adoption and revision of program standards for teacher preparation. When applicable, the proposed standards are developed to reflect and support Michigan's K-12 Curriculum Framework and Benchmarks, as well as standards adopted by national professional/specialty area organizations.

The World Language Standards Committee has been meeting for the past two years. Members have worked collaboratively to address concerns regarding the preparation of teachers in all of the World Languages (currently referred to as Foreign Languages), Bilingual Education, and English as a Second Language endorsement areas. See attached tables for complete listing of standards. The world language referent group reflects the interests of public and independent teacher preparation institutions and K-12 teachers. The standards are designed to align with the K-12 content standards in the *Michigan Curriculum Framework*, as well as national standards from the American Council for the Teachers of Foreign Languages, National Association for Bilingual Education, and Teachers of Second Language Learners.

These standards were developed through a shared vision for the preparation of teachers involved in multiple languages. There is a common core across all of the standards documents. The standards attend to distinctive elements within various languages and cultures as well. The World Language Committee proposes language proficiency assessment within these standards to ensure an appropriate depth of language proficiency.

A draft was forwarded to selected groups/organizations, all Michigan teacher preparation institutions, intermediate school districts, and a random sample of local school districts for review and comment in April and May of 2004. As presented in Attachment 1, the standards reflect the feedback received. Attachment 2 provides additional information regarding the standards development and review process.

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